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ABSTRACT

A study was designed to gather perceptual data from students, coordinators, and supervisors involved in work experience education in Alberta, Canada. Two questionnaires were designed by the researcher to obtain information on the priorities and the perceived attainment of benefits of work experience and on selected organizational variables (e.g., extent of formalization, intensity and reciprocity of the school/sponor relationship, and the extent of program integration between school and sponsor). Among the findings resulting from the study was that all respondent groups rated the benefits of work experience education as important priorities. However, significant differences emerged between student and supervisor samples on three affective items: attitudes for successful job performance, development of personality and poise, and the value of staying in school for a longer period of time. In the cognitive area, the highest priority rating was given to learning useful skills on real jobs under actual working conditions. The lowest rating was awarded to learning the relationship between production and wages. Supervisors rated these priorities consistently higher than did students or coordinators, with some exceptions. (LRA)

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A SUMMARY REPORT OF WORK EXPERIENCE EDUCATION PROGRAM EFFECTIVENESS AND ORGANIZATION

R.D. Germscheid

Principal Investigator and Contractor

THIS PROJECT WAS MADE POSSIBLE THROUGH FUNDING FROM THE PLANNING AND RESEARCH BRANCH ALBERTA EDUCATION

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FOREWORD

This is a summary report of a project initiated on December 11, 1979 and is the first of its kind in Alberta to focus on Work Experience Learning activities as they are affected by organizational factors.

The complete technical report is available, on loan, from the author, or from the Library Alberta Education.

Thanks are extended to Dr. W. Eddy and Dr. J. Harder for their advice and criticism during the formulation of this summary report.

A very special thank you is extended to all those students, coordinators and job supervisors whose time and effort made this report possible.

R.D.G.

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WORK EXPERIENCE EDUCATION PROGRAM EFFECTIVENESS AND ORGANIZATION

INTRODUCTION

This study was designed to gather perceptual data from students, coordinators and supervisors involved in Work Experience Education. Two questionnaires were designed by the researcher to obtain information on the priorities and the perceived attainment of benefits of Work Experience and on selected organizational variables. In order to generate indicators of antecedents (anticipated benefits, priorities), transactions (linkages) and outcomes (perceived attainment of benefits) the Stake (1967) evaluation model was used in this study.

PURPOSE OF THE STUDY

The purposes of this study were five:

1. To describe the interorganizational linkages between schools and the sites at which Work Experience occurs.
2. To determine the priorities of students, coordinators and job supervisors for students in Work Experience.
3. To determine the extent of priority attainment as perceived by students, coordinators and job supervisors.
4. To explore the relationship between the forms of interorganizational linkages and perceived attainment of priorities.
5. To examine the association among the linkage dimensions joining secondary schools and work sites used in the Work Experience program.

DEFINITION OF TERMS

For the purpose of clarity the following definitions were adopted for terms used in this study.

1. Work Experience is used to describe Work Experience 25, 35 and 25/35.
2. Benefit refers to the anticipated benefits of Work Experience Education as stated by Alberta Education (1976:6-8).
3. Linkage Dimensions refer to relational properties or characteristics of the connection between the school and a sponsor in a Work Experience program (Marrett, 1971).
4. Formalization is defined as the degree to which the inter-organizational relationship between the school and the sponsor is given official sanction by the parties involved (Marrett, 1971).
5. Intensity refers to the amount of human and material resource commitment and the frequency of interaction that the school and the sponsor have to make to maintain a viable Work Experience program (Marrett, 1971).
6. Reciprocity is the degree of resource sharing between the school and the sponsor (Marrett, 1971).
7. Integration refers to the degree to which there is unity of effort directed toward making the Work Experience program a unified program (Lawrence and Lorsch, 1969).
8. Supervisor shall be defined as the person who supervises off-campus work of students on behalf of a sponsor.
9. Coordinator is defined as a staff member of a school who is designated to administer the Work Experience program in a school and who is responsible for off-campus supervision of students.

RESEARCH DESIGN

In order to determine the priorities, the perceived extent of attainment of those priorities and the kinds of linkages existing in Work Experience the following research questions were posed.

A. Priorities

1.0 Priority of Benefits

1.1 What are the priorities of Work Experience as perceived by students, coordinators and supervisors?

2.0 Attainment of Benefits

2.1 Are the benefits of Work Experience being attained as perceived by students, coordinators, supervisors?

B. Linkage Dimensions

1.0 Formalization

1.1 Are the official sanctions for the continuance of the Work Experience program formalized?

1.2 Are Work Experience program activities formalized?

1.3 Are Work Experience program liaison activities clearly delineated?

2.0 Intensity

2.1 What is the frequency of interaction between the coordinator and the supervisor?

2.2 What is the resource commitment of the school and the sponsor?

3.0 Reciprocity

3.1 Are resources mutually exchanged between school and sponsor?

3.2 Are the terms of the relationship mutually agreed upon between school and sponsor?

4.0 Program Integration

4.1 Does the school contribute to integration?

4.2 Does the sponsor contribute to integration?

INSTRUMENTATION

In order to measure respondent perceptions of linkage dimensions and program effectiveness two instruments were required.

The School-Sponsor Relations Questionnaire

This document contained 37 questions dealing with linkage dimensions: 12 items on formalization, 8 items on intensity, 8 questions on reciprocity, 8 questions on program integration and 1 open-ended question. Each respondent was invited to answer each statement by circling the most appropriate of five response categories provided for each statement.

The Opinionnaire on Student Learning Activities

This instrument dealt with student learning activities such as skill development, and assumption of responsibilities. This document contained 18 statements to which respondents could react in terms of its importance and the frequency with which that activity

occurred. Response categories varied from not important to very important and from never happened to frequently happened.

Both instruments were validated by converging interview, questionnaire and documented data on three separate occasions. It was assumed that validity and reliability had been reasonably established.

SAMPLE SELECTION

Programs

From a list of all active Work Experience programs in the province all public and separate secondary schools were sorted out. From a total of 155 schools, 26 (16.77%) schools were selected as a sample. Four schools from Calgary and Edmonton were stratified on size. Schools outside these jurisdictions were randomly selected.

Respondents

All certificated staff identified as Work Experience coordinators, Work Experience students and the student's job supervisor were included in the research sample. This sample comprised the population that could be expected to possess the knowledge sought about the Work Experience program and whose perceptions of inter-organizational linkages and program effectiveness were solicited (Table 1).

Coordinators were chosen by school. Students and supervisors were selected on an assigned formula. Coordinators were requested to choose 15% of the students on the class list, match student with supervisor, and issue the questionnaires. Students and coordinators were

Table 1

Sources and Nature of Questionnaire Data

Data	Student	Coordinator	Supervisor
Formalization	X[a]	X	X
Intensity	X[a]	X	X
Reciprocity	-	X	X
Integration	X[a]	X	X
Importance	X	X	X
Attainment	X	X	X

[a]On selected items only.

requested to return their completed instrument in one package. Each job supervisor was given a stamped return envelope. Any follow-up was done by telephone to the coordinator. This approach resulted in the following return rate (Table 2).

Table 2

Rate of Instrument Return

Respondents	Possible Return	Actual Return	Percentage Returned
Student	132	93	70.45
Coordinator	27	23	85.19
Supervisor	132	74	56.06
Total	291	190	65.29

PRIORITIES OF RESPONDENTS

In order to provide for an orderly examination of the data, two learning categories have been used: the cognitive and the affective learning domains. On the basis of Krathwohl's (1973:248) definition:

> The cognitive includes those objectives having to do with thinking, knowing, and problem solving. The affective includes those objectives dealing with attitudes, values, interests and appreciation.

As many of the statements used in this study deal with some aspects of both domains a rigorous adherence to these definitions was not possible. However, it was considered useful to separate the statements on this general basis.

The profile of responses arising from the data is illustrated in Figure 1. All respondent groups rated the benefits of Work Experience Education as important priorities, and on a superficial basis, one could conclude that the priorities of students, coordinators and supervisors have been reasonably ascertained by the Work Experience Education curriculum committee.

Affective Priorities

However, significant differences did emerge between student and supervisor samples on three items (Table 3): attitudes for successful job performance, development of personality and poise, and the value of staying in school for a longer period of time. No significant differences were discovered between student and coordinator groups. In every instance supervisors rated affective priorities

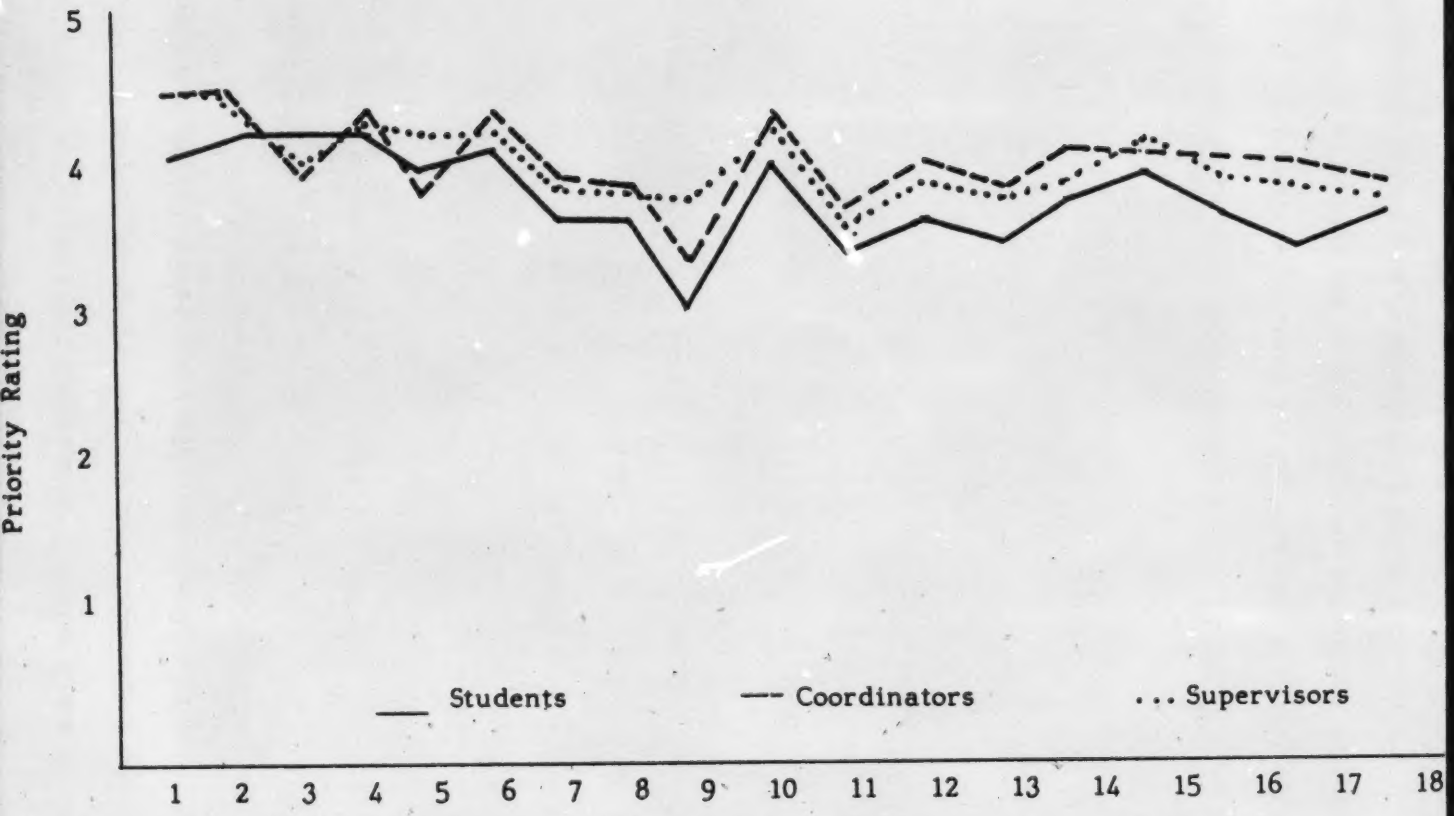

Figure 1

Profile of the Priorities of Work Experience

Table 3

Student, Coordinator and Supervisor
Rating of Affective Priorities

Affective Priority[a]	Rating Student	Coordinator	Supervisor	Significant Difference
1. Students learn to develop the necessary attitudes for successful job performance	4.511	4.667	4.776	*
2. Students learn to develop good work habits	4.660	4.667	4.776	NSD
3. Students learn to develop personality and poise	4.043	4.083	4.353	*
4. Students learn to assume responsibility	4.660	4.458	4.706	NSD
5. Students learn to develop an appreciation of the dignity of honest work	4.383	4.375	4.559	NSD
6. Students learn to get along with fellow workers and employers	4.574	4.458	4.618	NSD
7. Students learn to make the adjustment between school and the world of work	4.226	4.125	4.338	NSD
8. Students learn the value of employer references	4.183	4.083	4.221	NSD
9. Students learn the value of staying in school for a longer period of time	3.521	3.609	4.091	*
$\bar{X}$	4.305	4.283	4.462	*

[a]All items were rated on a 5 point scale: categories ranged from 1 = Not important to 5 = Very important.

*Two groups are significantly different at the .10 level on the Multiple Range Test, Scheffe Procedure.

higher than students and coordinators.

Cognitive Priorities

No significant differences appeared between groups on cognitive priorities (Table 4). The highest priority rating was given to learning useful skills on real jobs under actual working conditions. The lowest rating was awarded to learning the relationship between production and wages. Supervisors rated these priorities consistently higher than did students or coordinators, with some exceptions.

PERCEIVED ATTAINMENT OF PRIORITIES

The profile of responses from the data is illustrated in Figure 2. The affective category of priorities for Work Experience Education was rated highest by all groups and in this respect the perceived attainment for this category was higher than the cognitive benefit attainment.

Affective Benefit Attainment

Overall affective benefit attainment was perceived to be relatively high by all respondent groups, though significant differences did emerge between students and supervisors on the global measure (Table 5). No differences were discovered between scores assigned by coordinators and supervisors, but differences were observed between students and supervisors on three measures: appreciation of the dignity of honest work, learning to get along with fellow workers and employers, and making the adjustment between school and the world of work. In addition, significant differences emerged between students

Table 4

Student, Coordinator and Supervisor
Rating of Cognitive Priorities

Priority[a]	Student	Coordinator	Supervisor	Significant Difference
10. Students learn useful skills on real jobs under actual working conditions	4.505	4.542	4.647	NSD
11. Students learn the relationship between production and wages	3.826	3.792	3.970	NSD
12. Students learn the relationship between education and job success	4.065	4.208	4.254	NSD
13. Students learn about business and industry	3.882	3.958	4.060	NSD
14. Students learn about worthwhile jobs and careers	4.253	4.250	4.279	NSD
15. Students learn skills and knowledge not found in school	4.194	4.292	4.463	NSD
16. Students learn training and experience on equipment not found in school	4.370	4.167	4.194	NSD
17. Students learn a relationship between academic education and job and career requirements	3.891	4.174	4.182	NSD
18. Students learn the skills and knowledge needed for employment in their own communities	4.172	4.044	4.046	NSD
$\bar{X}$	4.140	4.155	4.197	NSD

[a] All items were rated on a 5 point scale: categories ranged from 1 = Not important to 5 = Very important.

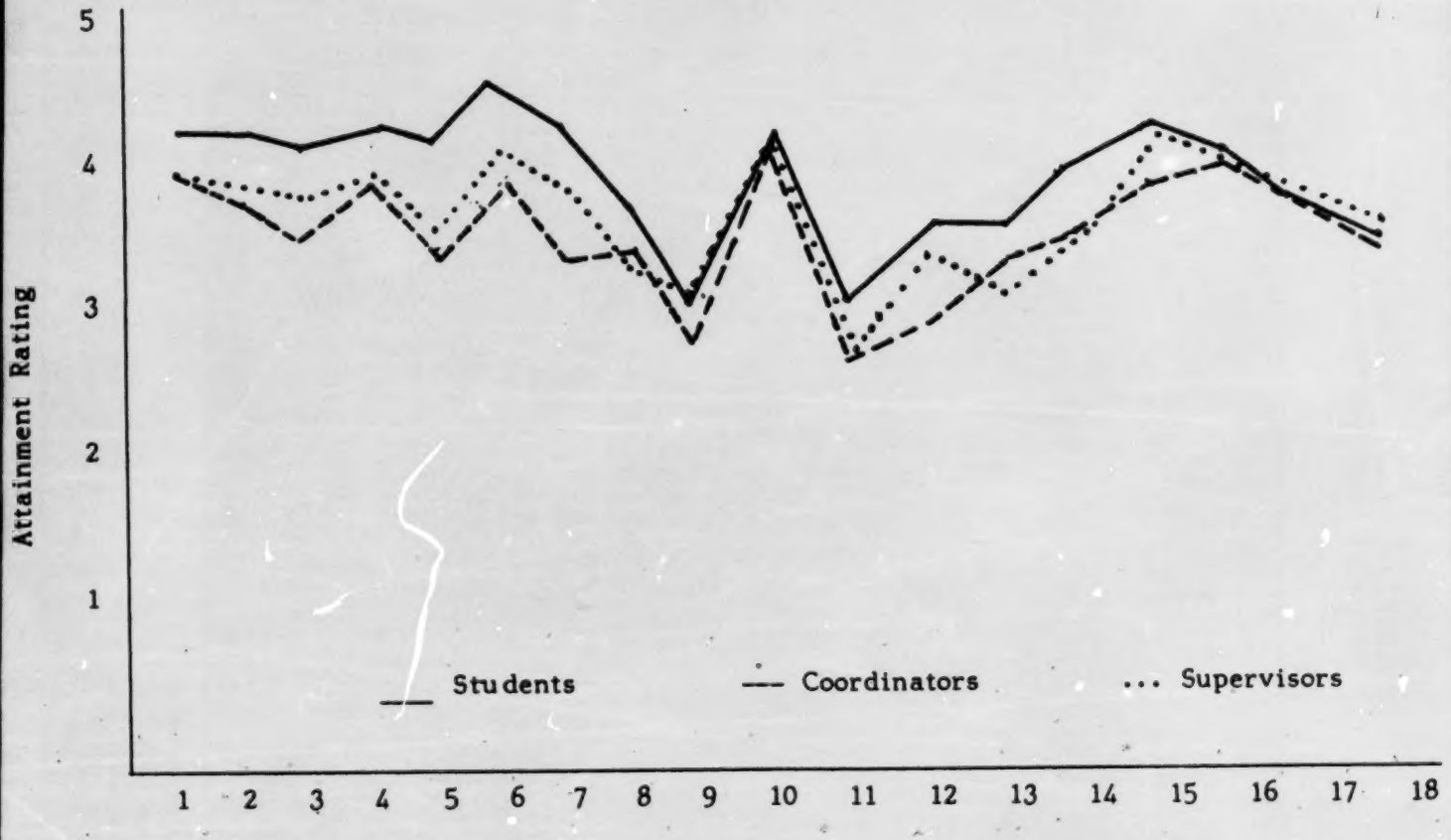

Figure 2

Profile of Work Experience Benefit Attainment

Table 5

Student, Coordinator and Supervisor Perceptions of Affective Benefit Attainment

Benefit[a]	Student	Coordinator	Supervisor	Significant Difference
1. Students learn to develop the necessary attitudes for successful job performance	4.237	4.083	3.970	*
2. Students learn to develop good work habits	4.172	3.958	3.868	NSD
3. Students learn to develop personality and poise	3.763	3.667	3.739	NSD
4. Students learn to assume responsibility	4.215	3.958	4.015	NSD
5. Students learn to develop an appreciation of the dignity of honest work	4.065	3.458	3.652	*
6. Students learn to get along with fellow workers and employers	4.527	4.042	4.174	*
7. Students learn to make the adjustment between school and the world of work	4.163	3.500	3.739	*
8. Students learn the value of employer references	3.637	3.625	3.420	NSD
9. Students learn the value of staying in school for a longer period of time	3.011	3.087	3.284	NSD
$\bar{X}$	3.976	3.712	3.760	*

[a]All items were rated on a 5 point scale: categories ranged from 1 = Never happened to 5 = Often happended.

*Two groups are significantly different at the .10 level on the Multiple Range Test, Scheffe Procedure.

and supervisors on two additional measures: developing the necessary attitudes for successful job performance and development of good work habits. In each case, whether the differences were significant or not, students perceived a higher frequency of occurrence of these activities than did coordinators or supervisors.

Cognitive Benefit Attainment

No significant difference between groups appeared on the global measure of cognitive benefit attainment (Table 6). The one measure on which a difference did occur was, again, between students and supervisors: the relationship between academic education and job and career requirements. The highest frequency rating was given to learning useful skills on real jobs under actual working conditions, the lowest rating was on the relationship between production and wages for all three population samples.

PROGRAM EFFECTIVENESS

One measure of effectiveness is the extent to which each group in the program perceives the extent of benefit attainment and the extent to which that perception is consonant with reported priorities. Ideally, one would hope that perfect congruence would exist between priorities and attainment. However, this situation rarely exists except in theory. The present state of the Work Experience program effectiveness is illustrated in Table 7.

On the global measure no significant differences emerged between two groups in terms of cognitive priorities or cognitive

Table 6

Student, Coordinator and Supervisor Perceptions of Cognitive Benefit Attainment

Benefit	Student	Coordinator	Supervisor	Significant Difference
10. Students learn useful skills on real jobs under actual working conditions	4.086	4.292	4.294	NSD
11. Students learn the relationship between production and wages	3.000	2.792	2.794	NSD
12. Students learn the relationship between education and job success	3.527	3.083	3.500	NSD
13. Students learn about business and industry	3.436	3.500	3.235	NSD
14. Students learn about worthwhile jobs and careers	3.728	3.708	3.565	NSD
15. Students learn skills and knowledge not found in school	4.247	3.958	4.294	NSD
16. Students learn from training and experience on equipment not found in school	3.903	4.083	3.985	NSD
17. Students learn a relationship between academic education and job and career requirements	3.538	3.261	3.791	*
18. Students learn the skills and knowledge needed for employment in their own communities	3.830	3.609	3.672	NSD
$\bar{X}$	3.685	3.585	3.673	NSD

[a]All items were rated on a 5 point scale: categories ranged from 1 = Never happened to 5 = Often happened.

*Two groups are significantly different at the .10 level on the Multiple Range Test, Scheffe Procedure.

Table 7

Comparison of Student, Coordinator and Supervisor Ratings of Priorities and Attainment of Work Experience Benefits

Item	Student	Coordinator	Supervisor	Significant Difference
Priority				
Affective	4.310	4.283	4.469	*
Cognitive	4.140	4.155	4.209	NSD
Attainment				
Affective	3.976	3.712	3.760	*
Cognitive	3.685	3.585	3.673	NSD

*Scores are significantly different between two groups at the .10 level on the Multiple Range Test: Scheffe Procedure.

priority attainment. Priorities were rated fairly high on most measures and a moderate amount of priority attainment was evident.

Affective measures were generally awarded higher priority and attainment scores than were the cognitive learning activities. Significant differences in scores were consistent between the student and supervisor groups, and to a lesser extent, between students and coordinators on affective learning activities. Even so, the program is in fact more effective on the affective measures than on the cognitive measures.

Overall the data suggest a moderate to highly effective program in terms of the anticipated benefits and in terms of the priorities of

the constituents in the program. This assertion is further reinforced by the evidence contained in Table 8.

Of the six items[1] rated as the five highest priority items by students four of these items were rated in the top five items to be attained. Seven items were rated as high priority items by the coordinator group and of these priority items five were in the highest five attainment ratings. Supervisors rated six priority items as the five most important and four of these items were rated at a high attainment level. Further, all groups rated one item as first priority: that students learn to develop good work habits. Students and coordinators both placed four items in the highest priority range and these items also rated among the five highest attained priorities. Coordinators and supervisors also agreed on four items in the top five that also rated among the five highest attained priorities. Again, supervisors and students agreed on four high priority/high attainment items. In terms of rating the Work Experience program appears to be reasonably effective in achieving the four or five most highly rated priorities as perceived by students, coordinators and supervisors.

The majority of high priority items for all groups is to be found in the affective learning category. The highest extent of priority attainment lies in the affective domain as well.

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[1]Some items were tied.

Table 8

Ranking Work Experience Benefit[a]
Priorities and Attainment

	Item	Students		Coordinators		Supervisors	
		Priorities	Attainment	Priorities	Attainment	Priorities	Attainment
Affective Learning	1	3	3	1	2	1	5
	2	1	5	1	4	1	
	3	13					
	4	1	4	3	4	2	3
	5	5		4	11	5	
	6	2	1	3	3	4	2
	7						
	8			11			13
	9	17		15		13	
Cognitive Learning	10	4		2	1	3	1
	11	16	18	14	5	16	16
	12		15		14		12
	13	15	16	13	10	14	14
	14						
	15		2	5	4		1
	16				2		4
	17	14	14		12	12	
	18		17	12	13	15	14

[a]Items are in the same order as previous tables (e.g. Tables 3 and 4.

SCHOOL-SPONSOR RELATIONS

The purpose of this part of the report is to describe the extent of formalization, intensity and reciprocity of the relationship and the extent of program integration between school and sponsor.

Formalization of the Relationship

No significant difference emerged on the global measure of formalization between coordinators and supervisors. No significant difference existed on the overall measure of official sanctions for the continuance of Work Experience (Table 9), the extent of coordination (Table 10) or liaison activity (Table 11) formalization. Differences did occur with respect to individual items: the type of agreement between school and sponsor outside the standard agreement and the extent of specification for program reporting. Coordinators consistently perceived a greater degree of formalization between school and sponsor than did supervisors on most indicators used in this study.

Intensity of the Relationship

When all indicators of intensity were combined no significant difference could be detected between scores assigned by coordinators and supervisors, however, intensity was scored generally low by both groups ($\bar{X}$ = 2.611 and 2.500 respectively). Differences did emerge on the frequency of interaction measure (Table 12), specifically with regard to coordinator visits to the job site, coordinator/supervisor communication about student progress and the exchange of ideas on

Table 9

Official Sanctions for the Continuance of Work Experience Education

Item[a]	Student	Coordinator	Supervisor	Significant Difference
Other than the standard Work Experience agreement between student, parent, school board and sponsor how would you describe the agreement that exists between the school and the sponsor?	_[b]	3.435	2.781	*
How completely are the responsibilities of the Work Experience coordinator specified?	_[b]	3.304	2.845	NSD
How completely are the responsibilities of the Work Experience job supervisor specified?	_[b]	2.739	2.986	NSD
How completely are the responsibilities of the Work Experience student specified?	3.234[c]	3.522	3.096	NSD
$\bar{X}$		3.250	2.919	NSD

[a] All items were rated on a 5 point scale where 1 = Vague, unavailable or non-existent, 2 = Generally understood, 3 = Poorly written, 4 = Clearly written and 5 = Very clearly written.

[b] Students were not asked to rate these items.

[c] Student scores are included in this table for convenience. No comparisons were made between student and other groups.

*Significant at the .05 level.

Table 10

Formalization of Coordination
Activities in Work Experience Education

Item[a]	Student	Coordinator	Supervisor	Significant Difference
How completely are the methods for Work Experience program reporting between school and sponsor specified?	_[b]	3.609	3.069	*
How completely are the coordinators' methods for reporting on the Work Experience program specified?	_[b]	3.304	2.929	NSD
How completely are the supervisor's methods for reporting on the Work Experience program specified?	_[b]	3.435	3.236	NSD
How completely are the students' methods for reporting on the Work Experience program specified?	3.630[c]	3.348	3.015	NSD
$\bar{X}$		3.424	3.074	NSD

[a]All items were rated on a 5 point scale. Response categories were as for Table 9.

[b]Students were not asked to rate these items.

[c]Student scores are included in this table for convenience. No comparisons were made between student and other group scores.

*Significant at the .05 level.

Table 11

Formalization of Liaison Activities
in Work Experience Education

Item[a]	Coordinator	Supervisor	Significant Difference
When changes are made in routines or procedures in the school how is the job supervisor usually notified?	2.348	2.348	NSD
When changes are made in routines or procedures on the job site how is the school coordinator usually notified?	1.957	2.014	NSD
In aiding the Work Experience program to keep up-to-date with the latest developments in business and industry how is the school coordinator usually notified?	2.348	2.116	NSD
In aiding the Work Experience program to keep up-to-date with the latest developments in the school how is the job supervisor usually notified?	2.174	2.296	NSD
$\bar{X}$	2.207	2.204	NSD

[a]All items were rated on a 5 point scale where 1 = not reported, 2 = verbally reported, 3 = memo with verbal explanation, 4 = memo with written short explanation, 5 = memo with written extensive explanation.

Table 12

Frequency of Interaction
Between School and Sponsor

Item[a]	Student	Coordinator	Supervisor	Significant Difference
Does the Work Experience coordinator visit the job site?	2.516	3.609	2.958	*
Does the job supervisor visit the school?	_[b]	1.565	1.764	NSD
Do the Work Experience coordinator and the job supervisor communicate about student progress?	_[b]	3.913	3.306	**
Do the Work Experience coordinator and the job supervisor exchange ideas on program related problems related to the work site?	_[b]	3.348	2.500	**
Does the job supervisor help you with the jobs he/she has assigned you to do?	3.436	_[c]	_[c]	
$\bar{X}$	(2.976)	3.109	2.632	**

[a]All items were rated on a 5 point scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Frequently.

[b]Students were not asked to rate these items.

[c]Coordinators and supervisors were not asked to rate these items.

*Significant at the .05 level.

**Significant at the .005 level.

program related problems. Differences also occurred between coordinators and supervisors on the resource commitment measure: the amount of time allowed for student supervision and instruction and the amount of effort needed to maintain the program (Table 13) specifically.

Reciprocity of the Relationship

When all indicators of reciprocity were combined no significant difference was detected between scores assigned by coordinators and supervisors. Differences did exist between coordinators and supervisors on two measures of resource exchange (Table 14) and resource exchange agreement (Table 15). In both instances supervisors perceived a lower degree of exchange and a lower amount of agreement with the situation than did coordinators. The exchange of personnel and equipment was rated low and fair agreement existed in regard to these items. Overall exchange or sharing was very limited and fairly strong agreement existed on maintaining the existing arrangement.

Program Integration

The extent to which school and sponsor contribute to Work Experience program unity (Tables 16 and 17) is generally low. No significant differences between coordinators and supervisors emerged on either school or sponsor contribution to learning skills and knowledge and this aspect was perceived to be moderate. The extent to which coordinators and supervisors were involved in instruction in each other's jurisdictions was perceived to be almost nonexistent. The amount of assistance received by coordinators from supervisors and supervisors from coordinators in determining course content was also

Table 13

Resource Commitment of School and Sponsor

Item[a]	Coordinator	Supervisor	Significant Difference
Since your organization became involved in Work Experience what amount of equipment was purchased primarily for Work Experience?[b]	1.500	1.292	NSD
Since your organization became involved in Work Experience how many staff were engaged primarily for Work Experience?[c]	1.364	1.264	NSD
How much time is allowed to you for student supervision and instruction?[d]	3.087	3.639	*
How much effort is needed from you to keep the program going?[e]	2.391	3.278	**
$\bar{X}$	2.112	2.368	*

[a]All items were scored on a 5 point scale.

[b]Response categories were 1 = no purchase made, 2 = considered students in purchases, 3 = limited purchases made, 4 = purchases increased variety, 5 = purchases increased number and variety.

[c]Response categories were 1 = no staff increase, 2 = considered students in staffing, 3 = limited staff increase, 4 = increased variety of staff, 5 = increased number and variety of staff.

[d]Response categories were 1 = no time allowed, 2 = very limited time allowed, 3 = limited time allowed, 4 = adequate time allowed, 5 = as much as is required.

[e]Response categories were 1 = too much effort, 2 = considerable effort, 3 = limited effort, 5 = no effort.

*Significant at the .05 level.

**Significant at the .005 level.

Table 14

Resource Exchange Between
School and Sponsor

Item[a]	Coordinator	Supervisor	Significant Difference
Do the school and the sponsor share or exchange personnel for Work Experience?	1.174	1.296	NSD
Do the school and the sponsor share or exchange equipment for Work Experience?	1.130	1.042	NSD
Do the school and the sponsor share or exchange information on student progress/behavior in Work Experience?	4.087	3.606	*
Do the school and the sponsor share or exchange ideas for final student evaluation on Work Experience?	4.261	3.437	**
$\bar{X}$	2.663	2.335	**

[a]All items were rated on a 5 point scale where 1 = no exchange or sharing, 2 = very limited exchange or sharing, 3 = limited exchange or sharing, 4 = exchange or sharing as needed, 5 = regular exchange or sharing.

*Significant at the .05 level.

**Significant at the .005 level.

Table 15

Resource Exchange Agreement
Between School and Sponsor

Item[a]	Coordinator	Supervisor	Significant Difference
Do you agree with the existing arrangement on the sharing or exchange of personnel for Work Experience?	3.318	3.377	NSD
Do you agree with the existing arrangement on the sharing or exchange of equipment for Work Experience?	3.000	2.606	NSD
Do you agree with the existing arrangement on the sharing or exchange of information on student progress/behavior in Work Experience?	4.217	3.592	**
Do you agree with the existing arrangement on the sharing or exchange of ideas for final student evaluation?	4.130	3.676	*
$\bar{X}$	3.707	3.325	NSD

[a]All items were rated on a 5 point scale where 1 = no agreement, 2 = little agreement, 3 = fair agreement, 4 = good agreement, 5 = very good agreement.

*Significant at the .05 level.

**Significant at the .005 level.

Table 16

The School Contribution
To Program Integration

Item[a]	Student[f]	Coordinator	Supervisor	Significant Difference
Do the skills and knowledge taught at the school help to understand the skills and knowledge needed on the job site?[b]	(2.883)	3.182	2.927	NSD
Is the Work Experience coordinator involved in instruction of students at the job site?[c]		1.261	1.458	NSD
Does the job supervisor receive assistance from the Work Experience coordinator in determining job content for students on Work Experience?[d]		2.304	1.750	*
Are classes for student workers held at the school during the Work Experience term?[e]		2.478	2.726	NSD
$\bar{X}$		2.296	2.159	NSD

[a] All items were rated on a 5 point scale.

[b] Response categories were 1 = no help, 2 = little help, 3 = fair help, 4 = much help, 5 = excellent help.

[c] Response categories were 1 = no, 2 = a little extent, 3 = fair extent, 4 = good extent, 5 = very good extent.

[d] Response categories were 1 = no assistance, 2 = a little assistance, 3 = a fair amount of assistance, 4 = a great amount of assistance, 5 = a very great amount of assistance.

[e] Response categories were 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = frequently.

[f] Student scores are included in this table for convenience. No comparisons were made between student and other group scores.

*Significant at the .05 level.

Table 17

The Sponsor Contribution
To Program Integration

Item[a]	Student[f]	Coordinator	Supervisor	Significant Difference
Do the skills and knowledge taught at the school help to understand the skills and knowledge needed on the job site?[b]	(2.713)	2.955	2.955	NSD
Is the job supervisor involved in instruction of students at the school?[c]		1.091	1.352	NSD
Does the Work Experience coordinator receive assistance from the job supervisor in determining school course content for students on Work Experience?[d]		1.762	1.347	*
Are field trips to business and industry held for Work Experience students during the school term?[e]		1.364	1.758	*
$\bar{X}$		2.050	2.009	NSD

[a] All items were rated on a 5 point scale.

[b] Response categories were 1 = no help, 2 = little help, 3 = fair help, 4 = much help, 5 = excellent help.

[c] Response categories were 1 = no, 2 = a little extent, 3 = fair extent, 4 = good extent, 5 = very good extent.

[d] Response categories were 1 = no assistance, 2 = a little assistance, 3 = a fair amount of assistance, 4 = a great amount of assistance, 5 = a very great amount of assistance.

[e] Response categories were 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = frequently.

[f] Student scores are included in this table for convenience. No comparisons were made between student and other group scores.

*Significant at the .05 level.

very low. Program integration through field trips, or through student return to the school during the Work Experience term is a relatively rare occurrence.

The Work Experience program in the Province of Alberta appears to be characterized by a moderate degree of formalization; a relatively low degree of intensity; a moderate extent of reciprocity; and a low degree of program integration.

LINKAGE DIMENSIONS AND PROGRAM BENEFITS

One of the major problems in this study was to determine the association, if any, between the priorities and attainment of benefits as perceived by students, coordinators and supervisors and the inter-organizational linkages of formalization, intensity, reciprocity and program integration.

Overall the evidence is that formalization, intensity, reciprocity and integration of the relationship are positively related to respondent priorities and perceptions of benefits. It seems clear also that the relationship between interorganizational variables, program priorities and perceived benefit attainment is generally moderate.

Correlations

The following statements are the result of a comparison of interorganizational linkages with priorities and attainment of benefits employing the Pearson Product-Moment Correlation.

1. Student perceptions of cognitive benefit attainment is most closely related to the sponsor contribution to integration.

2. Student cognitive and affective priorities are most closely associated with the sponsor contribution to integration.

3. Coordinator perceptions of cognitive benefit attainment were most strongly related to official sanction, resource commitment and sponsor contribution to integration measures.

4. Coordinator affective priorities are inversely related to the formalization of coordination activities and positively related to the frequency of interaction.

5. Coordinator cognitive priorities are most strongly associated with frequency of interaction and the school contribution to integration.

6. Supervisor perceptions of affective benefit attainment are associated with the official sanctions and the school contribution to integration.

7. Supervisor perceptions of cognitive benefit attainment is related to the official sanctions and resource commitment measures.

8. Supervisor cognitive and affective priorities were most strongly associated with the formalization of official sanctions measure.

RECOMMENDATIONS

Based upon the evidence contained in this study the following recommendations are made with the view of improving Work Experience program effectiveness.

RECOMMENDATION #1

Increase sponsor contribution to program integration. Job supervisors should be invited to speak to students on their expectations for new employees, emphasizing the relationships of skills and knowledge between school and job site. Job supervisors should be more closely involved in determining course content in the school component of Work Experience. Carefully planned field trips to business and industry should be instituted.

RECOMMENDATION #2

Increase school contribution to program integration. Work Experience coordinators should be more closely involved in instruction of students at the job site and provide more assistance to job supervisors on determining appropriate job content for students. Regular return to school would benefit students by discussion of problems emerging from experiences at the job site. Students should be exposed to job expectations prior to entering temporary employement and should be exposed to debriefing when completing their courses.

RECOMMENDATION #3

Increase mutual or two-way program integration. The formation of school-sponsor committees would be appropriate. This committee would be mandated to establish expectations for relationships between school and sponsor course components; the extent of supervisor and coordinator involvement in each other's jurisdiction; the appropriate mix of in-school and job site experiences for students; and other appropriate experiences for students.

RECOMMENDATION #4

Increase the degree of formalization of sanctions. The function of the school, the sponsor, the supervisor, the coordinator and the student in the Work Experience program should be more clearly specified. These decisions should be made in consultation with appropriate individuals and agencies.

RECOMMENDATION #5

Increase resource commitment. Instructional materials packages should be developed that would provide a basis of instructional reinforcement for both coordinators and supervisors. Though little may be done for job supervisors it is strongly recommended that coordinators be given sufficient time in which to administer the Work Experience program, preferably a full-time appointment where more than 50 students must be supervised. If more time is allowed, more effort could be expended on designing a sequential and orderly experience for students in the program. Time spent with students and supervisors on the job site should be sufficient to allow

coordinators to deal adequately with questions from students and supervisors as they arise.

RECOMMENDATION #6

Increase coordinator interaction with student and supervisor at the job site. The coordinator's ability to recognize appropriate student behavior on the job site will increase with his/her exposure to the student and the supervisor on the job site. The perceived importance of student activities will also become more apparent with increased interaction.

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